

What is PBIS?

- **Positive Behavior Interventions & Support**
- It is a systematic way of approaching instructional and behavioral practices that imbeds various, data-driven, tiered interventions into the operations of the school.

Emphasis on:

- **Data for decision making**
- **Measureable outcomes supported by that data**
- **Practices which show the achievability for these outcomes**
- **Systems which support the implementation of these practices**

WHAT ARE THE ADDITIONS/ADJUSTMENTS WE NEED?

- **Consistency with respect to site/classroom expectations (Same behavioral expectations throughout).**
- **Stronger emphasis on positive reinforcement of desired behaviors.**
- **Concentration on communicating the replacement behaviors that we want students to adopt.**
- **Communication—*with students, with staff, with parents, with administration, etc.***
What is looks like to-
Be Safe,
Be Responsible,
Be Respectful
- **Regularly scheduled meetings to review discipline data and make adjustments as necessary.**



Helendale Elementary School PBIS

*Where we strive to
take the positive
approach to your
child's education!*

Hope

Achievement

Wonder

Knowledge

Helendale School
District

Implementation of the PBIS model is dedicated to a 3-5 year process in which leadership teams at the school site are created to regularly review discipline data, adjust and implement pre-correctives or adjust school-wide practices to address concerns. PBIS implementation is ongoing and changes are made annually to reflect the academic, behavior, and social emotional needs of our students.

In our sixth year of implementation of PBIS it is evident that we are doing many good things on to meet the academic, behavioral, and social emotional needs of our students to include:

- **Leveled Instruction**
- **Elective Classes for primary grades and STEM for 3rd-6th grade**
- **Behavioral Interventions to Correct the Problem**
- **Behavioral Contracts**
- **Ongoing Staff Development**

Evidence strongly suggests that expectations and practices are easiest to teach/learn when there are few of them (3--5), they are positively worded (“Do” or “Be”, rather than “Don’t” or “Can’t”), the applications of which are explicitly taught in a variety of settings (*Classroom vs. Cafeteria vs. Hallways, etc.*), and are consistently reinforced by all members.

Changes that have been implemented

- Adjustments to Parent/Student handbook
- Positively worded statements (Be a HAWK!)
- Golden Feather Awards
- Updated referral procedures
- Ongoing Professional Development
- District PBIS implementation

Tier II and Tier III Interventions:

These interventions are put in place for students who exhibit noncompliant challenging behaviors in a multitude of settings.

Examples of Tier interventions are:

- **Student Study Teams (SSTs):** To incorporate additional strategies that assists teachers in being proactive, rather than reactive to inappropriate behavior.
- **Behavior Contracts:** To provide staff and students with strategies to change behavior.
Check In-Check Out: An opportunity for students to meet with principal/administrative designee at the beginning of the school day with selected students to review skills needed to be successful. (*This may be done in conjunction with behavioral contracts*).